

FAIRFIELD INTERMEDIATE

1647 US 321 Bypass North
Winnsboro, SC 29180

GRADES 4-6 Elementary School

ENROLLMENT 535 Students

PRINCIPAL Carl L. Johnson 803-635-4810

SUPERINTENDENT Dr. Walt Tobin, Transitional Superintendent 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	62	20	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

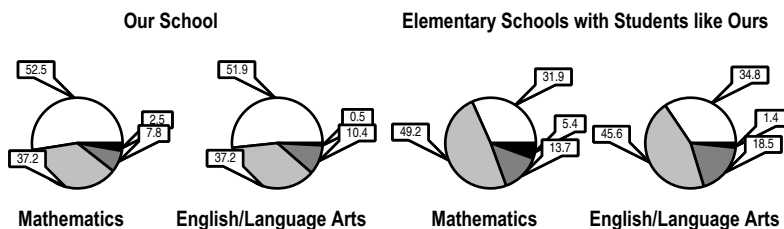
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	148	60
Percent satisfied with learning environment	75.8%	77.9%	75.9%
Percent satisfied with social and physical environment	78.8%	77.8%	71.2%
Percent satisfied with home-school relations	31.3%	88.8%	64.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	555	98.0	51.9	37.2	10.4	0.5	10.9	17.6
Gender								
Male	287	97.2	55.9	32.8	11.3	N/A	11.3	17.6
Female	269	98.5	46.8	42.5	9.7	1.1	10.8	17.6
Racial/Ethnic Group								
White	101	99.0	25.4	49.3	23.9	1.4	25.4	17.6
African-American	448	97.5	57.9	34.8	7.0	0.3	7.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	420	99.3	47.2	39.8	12.3	0.6	13.0	17.6
Disabled	136	93.4	73.2	25.4	1.4	N/A	1.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	556	97.8	51.4	37.5	10.5	0.5	11.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	556	97.8	51.2	37.7	10.6	0.5	11.1	17.6
Socio-Economic Status								
Subsidized meals	446	98.4	56.5	35.6	7.8	N/A	7.8	17.6
Full-pay meals	110	95.5	30.1	45.2	21.9	2.7	24.7	17.6

Mathematics								
All students	555	99.3	52.5	37.2	7.8	2.5	10.3	15.5
Gender								
Male	287	99.0	52.3	36.2	8.0	3.5	11.6	15.5
Female	269	99.3	51.9	39.5	7.0	1.6	8.6	15.5
Racial/Ethnic Group								
White	101	100.0	32.4	42.3	18.3	7.0	25.4	15.5
African-American	448	98.9	56.5	37.3	4.6	1.6	6.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	420	99.3	45.5	42.2	9.5	2.8	12.3	15.5
Disabled	136	98.5	83.6	15.1	N/A	1.4	1.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	556	99.1	52.1	37.8	7.6	2.6	10.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	556	99.1	51.7	38.1	7.6	2.6	10.2	15.5
Socio-Economic Status								
Subsidized meals	446	99.3	56.3	36.6	5.5	1.6	7.1	15.5
Full-pay meals	110	98.2	32.9	43.8	16.4	6.8	23.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	166	N/A	30.5	57.8	11.0	0.6	11.7
	Grade 5	176	N/A	40.7	50.9	8.4	N/A	8.4
	Grade 6	191	N/A	41.5	45.4	13.1	N/A	13.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	98.0	52.4	37.2	10.3	N/A	10.3
	Grade 5	168	98.2	55.6	36.3	8.1	N/A	8.1
	Grade 6	189	97.4	47.6	38.1	12.7	1.6	14.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	166	N/A	47.4	40.3	8.4	3.9	12.3
	Grade 5	176	N/A	52.4	36.7	7.2	3.6	10.8
	Grade 6	191	N/A	57.4	35.5	6.0	1.1	7.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	199	100.0	56.8	35.8	6.1	1.4	7.4
	Grade 5	168	100.0	50.4	41.6	5.6	2.4	8.0
	Grade 6	189	97.4	49.6	34.4	12.0	4.0	16.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 535)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 1.8%	3.4%	2.4%
Attendance rate	94.7%	Down from 100.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.1%	No change	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.9%	Up from 13.6%	9.0%	8.0%
Older than usual for grade	2.6%	Down from 4.6%	2.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	58.1%	Down from 60.5%	46.9%	50.0%
Continuing contract teachers	83.7%	Down from 90.7%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.1%	Up from 83.5%	84.1%	86.2%
Teacher attendance rate	93.0%	Down from 94.8%	94.4%	95.3%
Average teacher salary	\$41,006	Down 1.5%	\$39,237	\$39,909
Prof. development days/teacher	13.7 days	Up from 8.6 days	12.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	19.1 to 1	Down from 19.6 to 1	17.3 to 1	18.9 to 1
Prime instructional time	85.2%	Down from 93.6%	88.5%	89.7%
Dollars spent per pupil*	\$6,326	Up 4.3%	\$6,106	\$5,892
Percent spent on teacher salaries*	72.8%	Down from 73.8%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 82.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Fairfield Intermediate School is to prepare our students to be self-disciplined, creative, and critical thinkers by providing a positive learning environment.

The certified staff at Fairfield Intermediate School had training in curriculum mapping over the summer and throughout the school year. They have worked diligently throughout the year producing curriculum units that are aligned with the South Carolina Curriculum Standards. Staff members are taking courses to meet the requirements of highly qualified teachers.

SUMMIT (Students Understanding and Mastering Multitudes of Intellectual Tasks) is a pullout program at Fairfield Intermediate School. SUMMIT uses the state's multi-step procedure for selection of academically gifted and talented students by reviewing intelligence and aptitude test scores, achievement, and other pertinent data. The SUMMIT curriculum emphasizes enrichment activities.

Fairfield Intermediate School is identified as a school-wide Title One School because of its high poverty rate. The teachers assisted in the academics of all students through the Title One program. All students attended Music, Health, Art, Physical Education and Science Lab once a week.

The Library Media Center (LMC) offers a program of library services that include checking out books and opportunities for small and large group research. Educational television is utilized through a district-wide taping project. The LMC is fully automated with the Winnebago software program. It also has the Reading Counts Program with two stations in the LMC and one in each classroom. The Internet is accessible throughout the building, including all of the classrooms.

The PACT scores reflect that we have a weakness in the area of Math. A new textbook series and classroom sets of hands-on manipulatives were purchased to enhance the math curriculum. We had two after-school programs offered throughout the school year. One program gave students who scored below basic on the PACT additional class time to enhance their skills in Math and Language Arts. The second program gave students who scored basic and above the opportunity to enhance their skills in all academic areas.

Carl L. Johnson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.